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ABSTRACT

At Northern Maine Technical College (NMTC), students can take classes at outreach locations, usually at a high school in their local community. In 1991, a study was conducted to determine the needs, perspectives, and characteristics of these "satellite" students. Satellite directors at six active cites distributed questionnaires to all 308 students attending classes during the first two weeks of the spring semester. A total of 233 usable surveys were returned for a 76% response rate. Study findings included the following: (1) 85% of the respondents were female; (2) 45% of the respondents were matriculated in a degree program; (3) 41% of the respondents reported annual gross household incomes of under $15,000; (4) 61% of the respondents cited location as the most important reason for choosing NMTC satellite courses; (5) 33% of students cited newspapers as their source of information concerning the availability of the NMTC satellite courses; (6) "friends" were cited most frequently as being the most influential in helping students choose courses; (7) 40% of the respondents were new NMTC satellite students; (8) 60% of the respondents reported working day jobs; (9) 71% of the respondents indicated that they would take Interactive Television courses if offered; (10) students reported significant conflict between school and work; and (11) 90% of students were very satisfied with the quality of instruction. Data tables, recommendations, the survey instrument, satellite course schedules, and a copy of the detailed "Agreement of Understanding" between NMTC and the Adult Education Center for conduct of the courses, are included. (PAA)

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MARKETING THE SATELLITE STUDENT IN A TECHNICAL COLLEGE

An Applied Research Project submitted in partial fulfillment of the requirements for the Master of Science in Education Degree in Educational Administration

COLLEGE OF EDUCATION

UNIVERSITY OF SOUTHERN MAINE

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And finally to Wendy Cray who fights with the word processor when it won't do its thing and turns my messy manuscript into a neatly printed document.

ABSTRACT

In 1991, a study was conducted for the purpose of ascertaining the needs, perspectives, and characteristics of the satellite students who enrolled in Northern Maine Technical College courses. The information gathered was to be used in the development of a database on the satellite student. The satellite student represents a newly emerging public served by N.M.T.C.

The evaluation design evolved around a two page questionnaire consisting of three parts with a total of twenty five questions. Part I was designed to gather information on demographics and sources of influence, and contained five questions. Part II consisting of ten questions collected information relating to characteristics and perspectives of the satellite students and Part III dealt with quality of services offered through the satellite system. Percentages were used to evaluate the responses. Six active satellite locations were selected for questionnaire distribution and 233 useable responses were returned.(76%) Satellite directors distributed copies of the questionnaire to those students attending classes during the first two weeks of the spring semester. Total enrollment was 308.

Study findings indicated: (1) About 85% of students enrolled were female and only 45% of total enrollment had indicated matriculation into a degree program. (2) About 41% of enrolled students have household total annual income before

taxes under $15,000. (3) The most important reason for choosing N.M.T.C. satellite courses instead of those offered by other institutions was location with a 61% response. Programs available and cost were second and third choices. (4) Newspapers surfaced as the number one choice (33%) when asked from which of the following did you obtain information about N.M.T.C. satellite courses? (5) The most influential in helping students select courses was a friend. (6) Nearly 40% are first course students, and about 60% work at jobs during the day. (7) Satellite students are extremely interested in ITV (Interactive Television) course delivery and 71% said they would take them if offered. (8) Students are experiencing a significant amount of conflict between class and job. (9) Students are very satisfied with quality of teaching (90%).

The study concludes with a list of six recommendations. An appendix including a copy of the questionnaire and other pertinent documents can be found at the end of the study.

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"Our approach must be light-years beyond the old exploitative sales orientation of the past. Instead of concentrating on the needs of the institution - for dollars and students - we must concentrate on satisfying the needs of our publics - be they prospective donors, prospective students, or others. A college without a purpose other than its own survival is not going to survive."

1983, Wise, Dan, p. 54

INTRODUCTION

The Problem

Northern Maine Technical College (NMTC) does not have a comprehensive marketing plan. Post-secondary institutions have categorically grouped students into two major areas, traditional and non-traditional; the traditional being those attending full time and right after completion of high school. Most recruiting efforts until recently have been focused towards this group and is the responsibility of the Dean of Students.

Projected population statistics, taken from the Bureau of Census data, reveal that the state of Maine will grow from 1982 to 1992 by 7 percent, while Aroostook County, the largest market source for NMTC enrollment will decline by 4.7 percent. A closer look reveals that the population mix, with reference to age groups is changing drastically. For example the 18-19 year old group shows a 10 year decline of 41.9% for males and 41.4% for females followed by a continued decline in the 20 to 24 year group of 39.8% male and 40.5% female. A modest growth is evident in the 25-34 year group of 6.95% male and 4.3% female. The next age group of 35-44 years shows a large increase of 23.1% male and 21.9% female. This appears to coincide with the increasing average age of NMTC day time students which has shot up to 28 while the evening group on Campus reveals 38 years as the average age. (Crowley, 1990) A

conclusion shared by many support the idea that the traditional student is fast becoming the non-traditional student and vice-versus. These statistics clearly indicate a need to redirect marketing activities in an effort to determine the needs of these increasing age groups and realign curriculum to satisfy these needs.

While the changing population mix is presenting a problem for on campus program offerings, student services, etc. the growth taking place in the outreach locations presents still another. In an effort to make a post secondary education more accessible to Aroostook County citizens eleven outreach satellites have been developed over the past 3 years. The satellites are located at various high schools throughout Aroostook County. Six of the satellites are extremely active and are experiencing increasing enrollment each semester since their inception. In addition to the outreach satellites an NMTC branch was established at Loring Air Force Base, in Limestone, Maine.

The staff from the Student Services and Admission offices, under the direction of the Dean of Students, continually collects data from campus freshman, Seniors, and graduates along with data from employers of our graduates. This timely information has enabled the decision makers in administration to make appropriate changes in services and curriculum to satisfy and meet the needs of the various publics served by NMTC The one area that has not yet been

surveyed and lacks a data base is the fast growing satellites that are presently serving nearly 600 students on a part-time basis. With the advent of ITV which will make accessibility to campus offerings even greater the necessity to identify needs and to develop a data base becomes even more important if NMTC expects to continue their enrollment growth. I'm sure most institutions are experiencing financial constraints and are scrambling to recruit students. The problem of enrollment management may well be the most critical problem facing NMTC in coming years. A sound comprehensive marketing plan will most certainly increase the institution's ability to attract students and to enhance enrollment.

Organizational Context

The Maine legislature created Northern Maine Vocational Technical Institute (NMVTI) in June of 1961 by the passage of legislative document number 1542. The bill established the Institute in the deactivated buildings of the missile base in Presque Isle on 87 acres of land with 36 buildings of various sizes. All operations were under the control of the Maine State Board of Education. The doors opened in the fall of 1963 with 78 students in four programs. Today the school offers 19 different programs with over 600 full time students at the main campus. Many of these programs are offered at eleven different satellite locations from Patten to Fort Kent with annual enrollments between 1500 to 2000 part time students. Two new programs of study are currently being

developed and scheduled for offering in the fall semester of 1991. They are Manufacturing Technology Engineering and Pilot Training and Airport Management. NMTC's Loring branch serves approximately 150 military service personnel per quarter and works closely with the community college of the Air Force. The overall operation on the six VTI campuses in Maine was removed from the State Board of Education in 1986, and a separate VTI system was created. The new organization while still in its infancy is rapidly getting organized, establishing goals, and setting direction. By an act of the legislature, LD 1995, the six VTI's became technical colleges on October 1, 1989, and are now known as the Maine Technical College System,(MTCS).

Northern Maine Vocational Technical College, (NMTC) is one of six campuses of the system offering primarily two year associate in applied science (AAS) degree programs, diploma programs and certificate level programs. NMTC's 87 acre campus is located on the former Presque Isle Air Force Base in Presque Isle (population 10,550 according to the 1990 census), the largest city in Aroostook County which is Maine's northern most and largest county east of the Mississippi. The county encompasses 6,721 square miles, an area which is approximately the size of Connecticut and Rhode Island combined. According to the Maine Department of Human Services, the total estimated population for Aroostook County was 86,936 in 1990, 7.1 percent of Maine's total population. This is the primary

service area for NMTC.

The economy, which is based largely on agricultural and forestry industries, is not prosperous. The U.S. Department of Commerce, Bureau of Economic Analysis lists the median income of Aroostook County as $10,634, compared to $12,846 for the State of Maine and $14,606 nationally. There is tremendous personal, political and moral support for NMTC. from the public in its primary service area, but minimal financial support from the service area due to the economy of the region.

From the 19 programs of study currently being offered, 240 seniors graduated in 1990; over half of whom received associate in applied science (AAS) degrees and the others either a diploma or certificate. Approximately 10 percent of NMTC's graduates go on to pursue baccalaureate degrees, and about one-half of them assume employment in the central and southern part of the state. About 78 percent of the students at NMTC are from the county and are traditionally first generation college students. We are, however, seeing an increase in the number of older, "non-traditional" students returning for retraining or updating of their skills. Eighty-three percent of the full time students are eligible for financial aid.

NMTC has an employee roster of 110 individuals supplemented by adjunct faculty as needed. Fifty-nine are full time faculty, support staff and the rest are mid-level

administrators.

In 1988 the campus family was involved in a very thorough and extensive review and planning effort culminating in the development of a five year strategic plan. The motto, "towards excellence" was chosen and serves as a guide as effort continues on school improvement. During the summer of 1989 NMTC was awarded a 2.5 million dollar Title III grant to be received over a five year period. A significant amount, $209,000, was earmarked for student services to assist in counseling, student retention, student advising and recruiting.

Examination of the admission process at NMTC finds a variety of activities that are typical on a college campus Such as: high school visitations, participation in college fairs, and career days. These have resulted, in the past, with increased registrations each fall. The enrollment for 1989-90 college year of full time day students was a record and provided the college with the largest freshman class in the school's twenty-eight year history. Enrollment statistics found in the 1989-1990 annual report from student services shows: 1987-570; 1988-599; 1989-624; 1990-650.

The student recruitment process is changing dramatically for the traditional high school population. The concern for secondary educators of time on task has limited the access that NMTC recruiters have to many high school students. Current practices provide for participation in forum type

activities with several college recruiting teams competing to communicate and disseminate information to interested students. The coordination and allocation of the students' time allows the NMTC recruiters and admission counselors to visit only two schools per day instead of the four per day average that once was the norm. This not only extends the recruiting season but increases the cost to recruit the high school senior.

The recruiting process that has existed in the past and has resulted in a relatively high rate of success has been geared and directed at the traditional student. Additional statistics revealed in the Annual Report of Student Services for 1989-90 that in 1988, fifty-two percent of NMTC student population came directly from the secondary system. In 1990 only 41% came to NMTC directly from high school. Another major market source is the regional and secondary vocational centers. The 1987 college year showed 28% of NMTC's student population coming from this source while the 1990 numbers show a 46.4% decline to only 15% of NMTC student population coming from the vocational programs. Projected population figures provided by the Department of Labor shows a steady decline in the school age population in Aroostook County over the next six years. The average age of the day full-time student is rising, currently at 28 years of age with the evening division at 38 years of age. Part time student enrollment at the satellites is growing very rapidly. If NMTC is to continue to

experience enrollment growth and to operate existing and new programs at capacity, then this older aged population and satellite student needs to be evaluated. This may well be the area of largest enrollment growth potential over the next 5-10 years.

Currently NMTC has satellite agreements with eleven school districts and high schools in Aroostook County. The following page shows the location and current 1990 fall semester enrollment for NMTC courses. One additional off campus location is the NMTC branch located at Loring Air Force Base, and an NMTC administrator manages it.

NMTC SATELLITE ENROLLMENT	Fall Semester 1990
Location	enrollment(NMTC)
Ashland Community High School Ashland, Maine	61
Caribou High School Caribou, Maine	148
Fort Fairfield High School Fort Fairfield, Maine	
Fort Kent High School Fort Kent, Maine	
MSAD #70 Hodgdon, Maine	32
MSAD #29 Houlton, Maine	59
Southern Aroostook High School Houlton, Maine	
Limestone High School Limestone, Maine	
Maine Vocational Region #1 Madawaska, Maine	
Katahdin High School Sherman Station, Maine	12
Van Buren Community High School Van Buren Maine	105

These various satellite locations operate within the autonomy of their respective high school or school district and adhere to requirements set forth in the satellite agreement between the district and NMTC. The satellite instructor uses the textbook and course syllabus and must satisfy certain credential requirements. This process is reviewed and approved by the NMTC academic dean with assistance from the NMTC department chairs before any course is offered.

The satellites do not offer all of the courses required for most programs in the NMTC catalog so matriculating satellite students will eventually have to attend and take courses on the main campus in order to complete their program of study. One satellite is currently offering the full program for the AAS degree in Business Administration, Accounting and Office Systems Technology.

Change is everywhere. The population is changing, the college environment and climate is changing, the labor demands are changing and the way students access a post-secondary education is changing. A quick analysis shows that adjustments to tried and proven techniques for recruiting and revisions to programs of study will be necessary if NMTC wants to experience continued growth and enrollment increases. All of these factors of change support the urgency to identify markets and to stay abreast of the market needs. One way of doing this is through the development of a comprehensive

marketing plan. Yes, the problem of enrollment management may well be the most critical problem facing NMTC through the decade of the nineties.

Vision

One of the major contributions for effective enrollment management will be the development of a comprehensive marketing plan for NMTC. The primary purpose of this project is to focus on the students taking NMTC courses in the outreach satellite locations.

This project is designed to provide appropriate information about the satellite student population of NMTC. This information will serve as the basis for matching meaningful activities which will address the needs of the satellite student and allow the administration to include this public in the comprehensive marketing plan.

Declines in the traditional population will continue through the end of this century according to the Bureau of Census projections, while the market for non-traditional students will increase. Much of this increase will develop in the outreach satellite location, miles away from the main campus. Even though the NMTC satellite course offerings are relatively new, the growth in student population is increasing rapidly. NMTC will not be the only post secondary institution competing in this market. It's wonderful to be right and it's nice to be first but it's best to be first and right. NMTC

has never established a data base on the satellite student and knows little about their needs, perspectives, and characteristics.

National statistics tell us that better than 40% of the students who attend public institutions in pursuit of an Associate degree do not reach their goal (Act Institutional Data File, 1989). Research at NMTC into attrition and retention rates reveal that 44% of the students attending are not successful at completing their original academic goal. These statistics relate to students taking courses on site during the day or evening. Through a Carl Perkins Grant, funds were received to add a Freshman Success Counselor who denoted many areas of deficiencies and who is experiencing much success.

Several outcomes as a result of this project are anticipated.

1. develop a data base on the satellite student
2. determine the needs, perspectives, and characteristics of the satellite student
3. provide recommendations to the ad hoc marketing committee, related to the satellite student
4. insure that the satellite student market will be incorporated into the comprehensive marketing plan
5. continued increase in satellite enrollment

The obligation to recognize the changing needs of this older population is imperative if NMTC plans to respond effectively to the various publics served. Unmet needs can lead to attrition and declines in enrollment; the very problem

administrators are trying to manage. The completion of this project will set the tone and establish direction in dealing with the market of the satellite student.

Author's Role

The role of the author is multifaceted. An ad hoc marketing committee consisting of eleven members has been established. The overall mission of this committee is to compile a comprehensive marketing plan for NMTC for a two year period. The time frame for completion is two to four months with implementation commencing prior to the opening of the fall semester, 1991. I am serving as the chairperson of this committee. This leadership position will take me way beyond the scope and focus of this paper. The challenge to formulate a comprehensive plan is gigantic. The time frame for completion is not realistic and will definitely affect the quality of the finished product but I am committed to do the best possible job, given the circumstances. The focus of this project will be on the satellite student market, a small spoke in the large public sector served by NMTC

Major Questions

1. Is NMTC serving the satellite student with appropriate programs?
2. What kind of image does NMTC have within this market?
3. How was the student made aware of NMTC?
4. How should the message sent to the market be constructed?
   a. diversity

b. academic quality
c. low cost
d. availability of support services
e. wide range of course options.

5. What is NMTC's position relative to competition concerning cost, class size, faculty accessibility, and advisor-advisee ratio?

6. Why did the student select NMTC for their higher education?

The answers to these questions will enable the marketing committee to appropriately develop activities which will address the needs of the satellite student. The institution will benefit when students who are satisfied that their needs are being met continue to take courses part time and/or decide to pursue full time enrollment.

Definitions

Traditional student

A male or female student attending full time and recently graduated from high school. Usually 18-24 years of age.

Non-traditional student

A male or female student attending part time of full time over 25 years of age.

Satellite student

A male or female student attending NMTC classes at an outreach location, usually at a high school in their local community.

N.M.V.T.I.

The initials referencing Northern Maine Vocational Technical Institute.

N.M.T.C.

The initials referencing Northern Maine Technical College.

M.T.C.S.

The initials referencing Maine Technical College System.

Satellites

An outreach location, usually a high school where NMTC courses and programs are taught.

ITV

Interactive television

The Resource Review Section

One thing we can be certain of is that change is constant and will continue for many years. Tomorrow's success in post-secondary enrollment management will be obtained by those educational leaders and managers who are able to consistently make decisions in many dynamic environments.

The National Center for Education Statistics five year outlook reveals 1989-90 through 1993-94 that the number of associate degrees will rise through 1991-92 to 465,000 then decrease to 459,000 in 1993-94. The (NCES) projects that 2.6 million students will graduate from high school in 1989-90, 7% fewer than the estimated 2.8 million graduates in 1988-89. The decline will continue through 1993-94, (U.S. Department of Education, September 1990). These statistics brings to the forefront the need for flexibility and adaptability, within the community and technical colleges.

The development and growth of community and technical colleges is unique in the history of higher education. The Commission on the Future of Community Colleges summed it up in a 1988 report, Building Communities: A Vision for a New Century:

> In 1947,... there were 640 junior colleges in the United States enrolling 497,065 college credit students. Today there are 1,224 regionally accredited community, technical and junior colleges enrolling over five million college credit students, while another four million students are enrolled in non-credit adult and continuing education programs....
>
> Between 1965 and 1975, total enrollment at community, technical, and junior colleges grew by 240 percent. Today, these colleges enroll approximately 43 percent of the nation's undergraduates and 51 percent of all first-time entering freshmen.... Community colleges have become the largest single sector of higher education in the United States....
>
> In recent years, however, the growth has slowed. Community colleges now encounter ambivalence in the larger community about their role and mission, and competing priorities within the college. Many institutions are fighting for budgets and scrambling to recruit students,... Community colleges,
>
> more than at any other time in their history, must now define with greater clarity and sophistication, their distinctive mission even as they reaffirm their determination to render service to their communities and nation... (Commission on the Future, 1988 pp 5,6).

The way in which education is being delivered at the Community college level is also changing. The non-traditional adult student enrolled at NMTC is fast becoming the dominant portion of student enrollment. One new category recently emerging is the satellite location. The majority of the satellite student population is nontraditional, William W. Lace in his article " A Nontraditional Approach", appearing

in Currents magazine, May 1986 stated that the Carnegie Commission has said that the future of many colleges may rest on their ability to reorganize and initiate new educational opportunities for the nontraditional student. By the year 2000, 60 percent of all students in higher education will be nontraditional. Lace warns that "if your institution wishes to actively recruit nontraditional students, it must commit itself to providing for them, not only with courses and degrees but also with services" (Lace 1986 pp 10,11).

The results of the research effort for this paper will enable NMTC administration to properly focus on enrollment and marketing activities designed to meet the needs of the nontraditional satellite student. The challenge for marketing this satellite student is gigantic. "What works with full-time, single, well prepared, residential students does not necessarily work with part time students who have jobs and families and who have often experienced less academic success in their previous schooling" (Commission on the Future, 1988 p.7).

The selection of part time adjunct faculty will be another issue of major concern as NMTC continues to provide educational courses and programs to the satellite students. Part-time faculty will not only be a necessary resource but can offer enrichment to the college through the diversity and breadth of experience they bring to the classroom. Even though part-time faculty members contribute

vibrantly to the institution, it is obviously more difficult for them to advise students, to collaborate with colleagues, and to participate in institutional life in ways that build community. (Commission on the Future, 1988) Orientation for these faculty members and professional development opportunities will be extremely important and administration must make sure that they meet appropriate professional standards and make themselves available to students. Students have a variety of needs and access to faculty is just one, regardless of whether the student is traditional or nontraditional. Dennis Johnson 1981 suggests that reactions by postsecondary institutions must not be defensive, but needs oriented. One must not confuse selling and marketing. Selling focuses on the needs of the seller while marketing on the needs of the buyer. Clearly the satellite student is the buyer, customer, and the strategy must be on the demand side. The changing world of work is bringing many people over the age of twenty five to college classrooms on a part time basis. According to Susan Tifft in her article The Over-25 Set Moves In appearing in the October 1988 issue of Times, mature students are often more focused and less consumed with grades competition than their teenage counterparts. They are demanding more flexibility in course schedules to accommodate their need to work full time jobs, requesting longer hours for campus bookstores and libraries, and seek more job counseling and placement services. The overall marketing effort of the

satellite student must be supported by the president if the effort is to succeed and thrive. Dennis Johnson, 1986 claims that marketing oriented leaders are the catalyst for change and that the college president represents the fifth "P" in the marketing mix. The four P's of marketing are Product, Place, Price, and Promotion. The marketplace and the publics served by the community college has seen drastic changes over the years, and the old ways of leading a community college needs to be reexamined. A shrinking market of traditional students, financial restraints in federal and state funding dictates that for continued growth to occur the community college needs to become more sophisticated in their marketing effort.

NMTC must adjust to the marketplace for the marketplace will not adjust to NMTC. The leadership burden falls squarely on the shoulders of the president for he must be the catalyst. Growth not decline should be the byword because the needs are there and will continue to grow. (Johnson 1986). Knight and Johnson in their article entitled Marketing Higher Education which appeared in the winter 1981 issue of Educational Record discussed marketing as a people oriented student-centered concept and that in a successful marketing program, students and high quality instruction are at the top of the priority list, (Knight & Johnson 1981).

The era when community colleges reach their maximum potential has just begun. The Commission on the Future of

community colleges in their 1988 report, cited the building of communities as the natural outcome of the three social functions of the community college: access, opportunity, and choice. The time for playing a major role in the future of the community college is now and the player will be the institutional advancement professional,(Commission on the Future 1988).G Jeremiah Ryan in his book, Marketing and Development for Community Colleges, feels that chief advancement officers must view their responsibilities differently than they do today. He confirms change as the byword in his comment that " the profession, the position, and the people will need to change" (Ryan 1989 p.23). Phillip Kotler in his book, Marketing Management, cautions aggressive promotion as it can attract the wrong students to the college. He views the marketing committees objectives as those identifying the marketing problems and opportunities facing the organization, and institution's possible need for a full-time director of marketing (Kotler, 1988).

NMTC finds itself in the same situation as many community colleges as it relates to the nontraditional commuting, satellite student. Barbara Jacoby in her article, Enhancing the Education of College Commuters, discusses the issue that most colleges have very little data on commuters, their needs, perspectives, characteristics, and degree of satisfaction with the institution. Her findings reflect that commuters care just as much as resident students do about

getting a sound education, even if they happen to go about it differently. (Jacoby, 1989). The major reason for the research effort of this paper is to develop the data base on the satellite student. The data base will serve as the foundation and launching platform in the development of appropriate activities designed to serve the needs of the satellite student enrolled in NMTC courses and programs.

Research Methodology

This section is divided into two parts. The first deals with an explanation of the action plan itself while the second identifies the evaluation design.

Action Plan

The focus of this project is linked to the need for NMTC to develop a data base to determine the needs, characteristics and perspectives of the satellite student market. An interview with the Dean of Students at NMTC revealed that action research on the satellite market would not only be timely but urgently needed. A review of existing survey questions and results relating to students on the campus reflected many changes in student needs and consequently program modifications, curriculum development, and improved advising became a reality.

An interview with the President of NMTC resulted in the need to determine how satellite students feel about ITV education. One of the goals of the college is to serve as many students in our primary market as possible, with the

means available. A way to reach more students might be through the ITV network and may very well be the wave of the future in reaching many outreach, off campus locations.

A final effort prior to establishing a direct plan of action involved an interview with two satellite directors in an effort to grasp their position on serving the needs of the satellite student. Both directors I spoke with were extremely elated that this data base development was finally going to be started. They expressed their cooperation and offered information that I used in constructing the questionnaire to be used in the evaluation design.

The strategy of interviewing a random sample of students from each satellite location was considered but the use of written surveys was selected to obtain the data needed in developing appropriate answers to the questions posed in the major questions section of this paper.

The action plan began to evolve. First was the interviews with the Dean of Students, President and two satellite directors. The need for data base development was pin-pointed and a method of how to get the data was selected. The challenge at this point was in the construction of the questionnaire itself. Additional information regarding the survey instrument will be discussed in the evaluation design portion of this section. After completion of the questionnaire design I planned to share it with the Dean of Students, Dept. Chairman of Business Technology, and fellow

associates, along with two satellite directors. This process should give some assurance that appropriate questions have been included and the data collected will be meaningful. Once the type of survey and questions were selected a phone call would be made to each satellite director involved. I selected the six most active locations. The telephone message would involve the verbal sharing of the projects' goals and objectives and solicitation of their cooperation in distributing and collecting the questionnaires from those students in attendance on the evenings they run the NMTC courses. A letter to each director from the writer summarizing the purpose and furnishing last minute instructions would be mailed with the blank questionnaires. A target date of two weeks would be suggested and the plan would move into the implementation phase.

Upon receipt of the completed questionnaires immediate compilation of the data would commence.

Evaluation Design

The evaluation design evolves around the implementation of a questionnaire, titled "NMTC SATELLITE STUDENT SURVEY". The questionnaire is divided into three parts. Part I consists of five questions designed to provide some demographic information and some data relative to influences in selecting NMTC and pursuing post-secondary courses. The student will have several choices from which to choose when responding to most of the part one questions. Percentages of

each response will be used in the evaluation process. Part II has ten questions designed to develop characteristics and perspectives of course offerings and registration procedures. Yes-no responses will be used and once again percentages will be the means of evaluating the responses. Any response exceeding 25% denoting a negative situation will need scrutinizing and require additional research to properly define the problem. Part III has ten questions designed to measure the quality of services offered the satellite student. On a scale of 1 (low) to 10 (high) students will be asked to rate their feelings. The questions will be evaluated by using the mean for each question, the range of responses for each question and a percentage relationship by group. Three groups have been selected. Low 1, 2, 3, 4 will reflect the negative group, 5 and 6 the undecided group and high 7, 8, 9, 10 the positive group. A negative response of 25% or more will signal a need to further research that specific concern, define the problem, and develop appropriate alternatives that can lead to a positive solution.

A copy of the questionnaire may be found in the appendix.

Findings and Conclusions

Records in the Dean of Students office reveal a total of 308 students were enrolled in the satellite locations selected for questionnaire distribution. A total of 233 useable responses were returned (76%). Presented in this section is

a report of the uninterpreted results of the information collected. The conclusions reached were determined on the basis of the findings. Since the fact finding mission of this project is rather specific, developing a data base on the NMTC satellite student, an aggregate analysis of all six locations has been presented. The analysis of the student survey is shown on the following pages.

Findings

SATELLITE STUDENT SURVEYS

Aggregate analysis expressed as percentages for all six satellite locations selected. Due to lack of response or more than one response totals may not equal 100%.

Part I - Questions N=233

1. MALE 15% Enrolled in a degree program?
FEMALE 85% YES 45% NO 18%

The program majors listed ranged from Business Administration/Management, Elem. Ed., Secretarial, Plumbing & Heating, Computer Electronics, Accounting, Office Systems Technology, Nursing, and Electrical Construction and Maintenance.

Questions number 2 through 5 of Part I have been rank ordered according to percentage of response.

2. Household total annual income before taxes?

Dollars	Percentage
Under $15,000	41%
15,000 - 24,999	29%
25,000 - 39,999	19%
40,000 - 49,999	3%
50,000 and over	3%

3. What is the one most important reason you chose NMTC satellite courses instead of those offered by other institutions?

Choice	Percentage
Location	61%
Programs Available	28%
Cost	23%
Reputation	4%
Friends attending	3%
Other	2%

The "other" category ranged from 'career advancement' to

'can't attend full time at main campus.'

4. From which of the following did you obtain information about NMTC satellite courses?

Choice	Percentage
Newspaper	33%
Other	32%
Letter from NMTC	18%
Letter from satellite director	11%
Television	3%
Radio	1%

The "other" category for question number four in part I included friends, ACAP, AMHC, high school, Adult Education dept. and teacher.

5. Who was most influential in helping you select NMTC satellite courses for your education?

Choice	Percentage
Friend	27%
NMTC faculty	16%
Other	10%
Parent	8%
NMTC student	8%
Satellite director	8%
Employment counselor	4%
Daughter	1%
Son	1%
Brother/Sister	1%

The "other" category revealed these responses: teacher, curriculum, getting ready to go back to work, self, ASPIRE, Adult Ed., guidance counselor, courses required were offered, supervisor, wife, spouse, and friends.

PART II - Students were asked to respond to ten questions on a yes, no basis. The following percentages resulted. The questions can be reviewed in the appendix section.

Question #	Percentage Yes	No
1	58%	42%
2	23%	77%
3	10%	86%
4	11%	85%
5	10%	88%
6	71%	24%
7	76%	20%
8	88%	7%
9	62%	38%
10	9%	91%

Part III - Students were asked to rate the following on a scale of 1 (low) to 10 (high). For the purpose of reporting the findings I have classified the responses into three categories; Negative (numbers 1, 2, 3, 4), Undecided (numbers 5 and 6) and Positive (numbers 7, 8, 9, 10). Item number 5 will indicate positive results if the responses fall in the negative category and negative results if responses fall in the positive category. The mean and range of responses are also shown in the following table.

Conclusions

The data collected has been analyzed and reported in the findings. As a result, several conclusions can be deducted, reported to the Marketing committee, shared with the Dean of Students, and used as a basis for the development of a data base on the satellite student and for recommendations to the Marketing committee. The conclusions are categorized to coincide with the three parts of the questionnaire.

Table 1 Questionnaire - Part III Findings

N=233

Questions	Mean	Range	Group % 1,2,3,4 Negative	5,6 Und	7,8,9,10 Positive
1. Quality of academic advising	7.97	1-10	5%	23%	72%
2. Amount student/ faculty contact	7.94	1-10	5%	20%	75%
3. Quality of curricular offerings	7.95	2-10	4%	21%	75%
4. Faculty care and concern	8.37	1-10	2%	17%	81%
5. Amount of conflict between class and job for student	5.19	1-10	43%	16%	41%
6. Academic support services(library, testing, etc.)	7.55	1-10	9%	20%	71%
7. Counseling support system	7.22	1-10	12%	25%	63%
8. Career planning services	7.39	1-10	11%	24%	65%
9. Financial aid information and services	7.33	1-10	14%	19%	67%
10. Quality of teaching	8.82	1,2, 4-10	1%	9%	90%

Part I

Conclusion #1: Slightly more than 8 out of 10 satellite students are female. (85%)

Conclusion #2: Nearly one half of all satellite students are enrolled in a degree program. (45%)

Conclusion #3: Slightly more than 4 out of 10 satellite students come from household total annual income before taxes of under $15,000. (41%)

Conclusion #4: The single most important reason satellite students chose NMTC courses is location. (61%)

Conclusion #5: Over one third of satellite students obtained information about NMTC courses through the newspaper media. (33%)

Conclusion #6: Friends are most influential in helping students select NMTC satellite courses. (27%)

Part II

Conclusion #1: Slightly less than 6 out of 10 students have taken NMTC satellite courses previously (58%) while just under 8 out of 10 have never taken a course at the main campus. (77%)

Conclusion #2: Nearly 9 out of 10 students need no assistance in course selection and have no difficulty in purchasing books. (86%)

Conclusion #3: Satellite students are definitely interested in ITV (Interactive Television) at their satellite location. (71%)

Conclusion #4: Course sequencing is orderly and a sufficient variety of courses is being offered.

Conclusion #5: More than three-fifths of the satellite students hold daytime jobs. (62%)

Conclusion #6: Currently scheduled evening classes propose little difficulty in regards to attendance for most satellite students. (91%)

Part III

Conclusion #1: Generally speaking students are satisfied with advising, amount of faculty contact, care and concern.

Conclusion #2: Satellite students are experiencing a significant amount of conflict between class and job.

Conclusion #3: Counseling support system, career planning services and financial aid information and services needs to be reviewed and updated so as to better serve the needs of the satellite student.

Conclusion #4: Satellite students feel quality of teaching is high.

Recommendations

Based on the findings and conclusions, the following recommendations are presented for consideration and possible implementation by the NMTC administration.

Recommendation #1: The Dean of Students use the data collected from this project to establish a data base on the satellite students and update annually.

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Recommendation #2: The NMTC administration consider financial assistance to those satellite students who have enrolled in a degree program and fall below $15,000.00 total household income before taxes, providing they are not already receiving some.

Recommendation #3: The NMTC administration pilot a ITV course offering to satellite students and evaluate the results.

Recommendation #4: The Dean of Students along with satellite directors coordinate a fall orientation program for incoming satellite students. The program would include introduction of faculty, discussion of various programs offered, graduation requirements, and identification of counseling support system along with career planning services and financial aid information.

Recommendation #5: The NMTC Dean of Students, administration, and satellite directors review the results of this project, as a group, establish some long- and short range goals structured to improve the educational environment and well-being of the satellite students.

Recommendation #6: The Dean of Students at NMTC provide a forum for brieting the findings, conclusions and recommendations of this project to student services personnel, NMTC administration, faculty and satellite directors.

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APPENDIX

APPENDIX A

Appendix A: Blank Questionnaire

FIRST TIME STUDENT
☐ YES ☐ NO

NMTC SATELLITE STUDENT SURVEY

Would you please take a few minutes to complete this survey? The results will be used for data base development to help improve the delivery of courses to the satellite adult learner.

PART I.
Please check the appropriate box or fill in the lined space.

1. MALE ☐ FEMALE ☐ Enrolled in a degree program? ☐ Yes ☐ No
List Program Major _____

2. Household total annual income before taxes.

Under $15,000 ☐
15,000-24,999 ☐
25,000-39,999 ☐
40,000-49,999 ☐
50,000 and over ☐

3. What is the one most important reason you chose NMTC satellite courses instead of those offered by other institutions?

☐ Cost
☐ Location
☐ Friends Attending
☐ Reputation
☐ Programs Available
☐ Other(Please explain)

4. From which of the following did you obtain information about NMTC satellite courses?

☐ Radio
☐ Newspaper
☐ Letter from satellite director
☐ Television
☐ Letter from NMTC
☐ Other(Please explain)

5. Who was most influential in helping you select NMTC satellite courses for your education?

☐ Parent
☐ Friend
☐ NMTC Student
☐ Daughter
☐ Satellite director
☐ Brother/Sister
☐ NMTC Faculty
☐ Son
☐ Employment Counselor
☐ Other(Please explain)

PART II.
Please respond by checking the appropriate box.

1. Have you taken previous courses from NMTC through this satellite location? ☐ Yes ☐ No

2. Have you ever taken NMTC courses at the main campus location?
☐ Yes ☐ No

3. Are you currently also taking courses at the NMTC main campus?
☐Yes ☐No

4. Did you need any assistance with course selection?
☐Yes ☐No
If yes, who provided that assistance?_____

5. Did you have any difficulty with the purchasing of books?
☐Yes ☐No

6. Would you enroll in NMTC courses at your satellite location if delivered by ITV(Interactive Television)? ☐Yes ☐No

7. Do you feel that there is sufficient variety of courses being offered at your satellite location? ☐Yes ☐No
If no, explain courses or programs needed.

8. Does the sequencing of course offerings allow for orderly learning to take place? ☐Yes ☐No

9. Do you presently work full or part time during the day?
☐Yes ☐No

10. Do you find it difficult to attend classes at the time they are currently scheduled? ☐Yes ☐No

PART III.

On a scale of 1 (low) to 10 (high), please rate the following: circle.

		1 2 3 4 5 6 7 8 9 10
1.	Quality of academic advising	1 2 3 4 5 6 7 8 9 10
2.	Amount of student/faculty contact	1 2 3 4 5 6 7 8 9 10
3.	Quality of curricular offerings	1 2 3 4 5 6 7 8 9 10
4.	Faculty care and concern	1 2 3 4 5 6 7 8 9 10
5.	Amount of conflict between class and job for student	1 2 3 4 5 6 7 8 9 10
6.	Academic support services (library, testing, etc.)	1 2 3 4 5 6 7 8 9 10
7.	Counseling support system	1 2 3 4 5 6 7 8 9 10
8.	Career planning services	1 2 3 4 5 6 7 8 9 10
9.	Financial aid information and services	1 2 3 4 5 6 7 8 9 10
10.	Quality of teaching	1 2 3 4 5 6 7 8 9 10

APPENDIX B

Appendix B: Questionnaire Results

N=233 NMTC SATELLITE STUDENT SURVEY

Would you please take a few minutes to complete this survey? The results will be used for data base development to help improve the delivery of courses to the satellite adult learner.

PART I.
Please check the appropriate box or fill in the lined space.

1. MALE 35 (15%) FEMALE 198(85%) Enrolled in a degree program? 105 45% Yes 41 18% No
List Program Major Bus. Admin., Elem. Ed., Acct., Nursing, Comp. Elec., Secretarial, Plumbing/Heating

2. Household total annual income before taxes.

Under $15,000	94	41%
15,000-24,999	68	29%
25,000-39,999	45	19%
40,000-49,999	6	3%
50,000 and over	6	3%

3. What is the one most important reason you chose NMTC satellite courses instead of those offered by other institutions?

52	Cost 23%	9	Reputation 4%
141	Location 61%	64	Programs Available 28%
7	Friends Attending 3%	4	Other(Please explain) 2% -career advancement

4. From which of the following did you obtain information about NMTC satellite courses?

3	Radio 1%	6	Television 3%
77	Newspaper 33%	41	Letter from NMTC 18%
26	Letter from satellite director 11%	75	Other(Please explain) 32% -friends, ACAP, AMHC, high school Adult Ed.

5. Who was most influential in helping you select NMTC satellite courses for your education?

19	Parent 8%	3	Brother/Sister 1%
63	Friend 27%	38	NMTC Faculty 16%
19	NMTC Student 8%	1	Son 1%
3	Daughter 1%	10	Employment Counselor 4%
19	Satellite director 8%	24	Other(Please explain) 10%

PART II.
Please respond by checking the appropriate box.

1. Have you taken previous courses from NMTC through this satellite location? 58% Yes 133 42% No 97

2. Have you ever taken NMTC courses at the main campus location? 23% Yes 54 77% No 177

3. Are you currently also taking courses at the NMTC main campus?
22 - 10% Yes No 199 - 86%

4. Did you need any assistance with course selection?
26 - 11% Yes No 196 - 85%
If yes, who provided that assistance?_____

5. Did you have any difficulty with the purchasing of books?
22 - 10% Yes No 204 - 88%

6. Would you enroll in NMTC courses at your satellite location if delivered by ITV(Interactive Television)? 71% Yes 163 24% No 55

7. Do you feel that there is sufficient variety of courses being offered at your satellite location? 76% Yes 176 No 20% - 46
If no, explain courses or programs needed.
Anatomy, Sociology, Biology, Physics, Calculus, Chemistry, Business Communications, Speech, Taxation, Marketing

8. Does the sequencing of course offerings allow for orderly learning to take place? 88% Yes 204 7% No 15

9. Do you presently work full or part time during the day?
143 - 62% Yes 87 - 38% No

10. Do you find it difficult to attend classes at the time they are currently scheduled? 9% Yes 20 91% No 210

PART III.

On a scale of 1 (low) to 10 (high), pleases rate the following: circle.

		1	2	3	4	5	6	7	8	9	10
1.	Quality of academic advising	5	1	1	3	24	23	13	35	30	66
2.	Amount of student/faculty contact	3	2	1	5	20	20	16	39	37	61
3.	Quality of curricular offerings	0	1	4	3	15	29	19	43	39	55
4.	Faculty care and concern	1	1	1	2	17	18	10	36	44	78
5.	Amount of conflict between class and job for student	56	11	12	9	17	15	20	16	19	27
6.	Academic support services (library, testing, etc.)	4	0	4	10	23	16	24	39	33	45
7.	Counseling support system	7	1	7	8	33	16	22	24	31	46
8.	Career planning services	8	1	6	5	23	21	19	26	29	49
9.	Financial aid information and services	11	4	5	5	20	14	19	20	31	51
10.	Quality of teaching	1	1	0	1	5	13	13	30	51	65

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APPENDIX C

Appendix C: Sample Questionnaire Transmittal Letter

NMTC
Northern Maine Technical College
33 Edgemont Drive Presque Isle, Maine 04769 (207) 769-2461
FAX (207) 764-8465

33 Edgemont Drive
Presque Isle, ME 04769
January 10, 1991

Pam Beck
Adult Education Director
Ashland Community High School
P.O. Box N
Ashland, ME 04732

Dear Pam,

Please find enclosed 30 copies of the NMTC Satellite Student survey. I greatly appreciate your cooperation in distributing these to your faculty teaching NMTC courses. I look forward to the return of the completed surveys. A student taking more than one course need only complete one survey.

You will be furnished an analysis of the results after compilation. Thanks for your help. Please return to my attention.

Yours truly,

Gene L. Michaud
Chairperson, Marketing Committee
NMTC

APPENDIX D

NORTHERN MAINE TECHNICAL COLLEGE

EVENING COURSES

NMTC CAMPUS (Spring 91)

Dan Butts - Coordinator
769-2461
1/7/91 to 4/9/91

Monday

ACC121N	Principles of Accounting II	6:00-10:00	P. Dunton	207
ACC225N	Federal Taxation II	6:30-9:30	L. Lynch	205
CIS110N	Comp. Data Processing	6:00-10:00	R. Duplessis	106
CIS117N	Intro. CIS Sys.	6:00-10:00	R. Blackmore	209
ENG111N	English Comp.	6:30-9:30	D. Hotham	107
MCP221N	Micro. Interfac.	6:00-10:00	McLaughlin	111L

Tuesday

BIO112N	General Biology Lecture	3:30-6:30	D. Lord	PIHS
BIO122N	Anatomy & Physiology II	6:00-9:30	Thibodeau	201
CIS110N	Computerized Data Proc.	6:00-10:00	Fitzgerald	106
ECO111N	Economics I	6:30-9:30	K. Bushey	109
EDT101N	Educating the Excep. Child	6:30-9:30	L. Huffman	208
WEI111N	Oxyacetylene Welding	6:00-10:00	M. Michaud	MTWL
WEI121N	Oxyacet.-Elect. Welding	6:00-10:00	M. Michaud	MTWL
AIB	Law & Banking Appl.	6:30-9:30	TBA	111

Wednesdays

ACC214N	Fed. Taxation I	6:30-9:30	G. Donovan	205
BIC113N	General Biology Lab	3:30-6:30	D. Lord	PIHS
CIS210N	DBase III	6:30-9:30	D. Parsons	106
CIS211N	Intr. Lotus 1-2-3	6:30-9:30	D. Parsons	106
ELC112N	Nat'l Electric Code II	6:30-9:30	B. McDougal	109
ENG222N	Business Comm. II	5:00-7:30	D. Hotham	200
MAT112N	College Business Math	6:30-9:30	N. Hamlin	208
MAT113N	Elem. Algeb/Trig	6:30-9:30	T. Brown	111
SES110N	Word Processing	6:30-9:30	D. Parsons	106
WEI131N	Electric Welding	6:00-10:00	M. Michaud	MTWL
AIB	Analyzing Financial State.	6:30-9:30	TBA	108A

Thursday

ACC101N	Bookkeeping	6:30-9:30	G. Dorsey	208
ACC111N	Prin. Acctg. I	6:00-10:00	N. Hamlin	207
BUS242N	Sm. Bus. Management	6:30-9:30	Heron	109
CIS119N	Comp. Software Appl.	6:30-9:30	B. Scott	106
ENG109N	Communications II	6:30-9:30	L. Hutchins	109
ENG121N	Tech. Communications	6:30-9:30	M. Allen	107
PSY101N	General Psychology	6:30-9:30	J. Price	214
WEI132N	Advanced Welding	6:00-10:00	Michaud, M	MTWL
ELS121N	EL/ET LABII	6:00-10:00	McLaughlin	111A

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NMTC LORING SATELLITE (Spring 91)

Director - William Bell
328-9037
1/7/91 to 4/5/91

AAM111	Airfr. Powerplant	T/H	6:30-10:00	Brunswick NAS	J. Dunmire
CIS110	Comp. Data Proc.	T	6:00-10:00	Rm. PC	D. Parsons
ELC111	Nat'l Elec. Code I	T	6:30-10:00	Sys 34	B. McDougal
MAT211	College Alg./Trig.	W	6:30-10:00	Rm. 6	J. Levasseur
MAT113	Elem. Algebra	H	6:30-10:00	Rm. 6	R. Conroy
ENG121	Tech. Comm.	F	5:00-8:30	Rm. 8	H. Flynn
MAT211	College Alg./Trig.	W	6:00-9:00	Ashland Site	H. Fields

NMTC VAN BUREN SATELLITE (Spring 91)

Director - Ray Dumais
868-5758
1/7/91 to 5/10/91

ACC121	Princ. Acct. II	T	6:00-9:30	G. Theriault
BUS113	Sales Fundamentals	M	6:30-9:30	F. Verschoor
BUS223	Supervisory Manag.	W	6:30-9:30	F. Verschoor
CIS110	Comp. Data Proc.	T	6:00-9:30	M. Smith
CIS119	Comp. Soft. Appl.	H	6:30-9:30	M. Smith
ENG211	Speech	W	6:30-9:30	S. Pryharski
ENG111	English Comp.	W	6:30-9:30	J. LaPointe
MAT113	Elem. Algebra	H	6:30-9:30	S. Belanger
MAT120	Inter. Algebra	H	6:30-9:30	S. Belanger
PHE110	Rec. & Leisure	M	6:30-9:30	L. Tonzi
SES114	Intermed. Typing	H	6:00-9:30	D. Madore
ACC225	Federal Taxation II	H	6:00-9:30	R. Corbin

NMTC CARIBOU SATELLITE (Spring 91)

Conrad Walton - Director
493-4272
1/7/91 to 5/10/91

ACC101	Bookkeeping	6:30-9:30	M&H (8 wks)	P.	Sund
ACC121	Prin. of Acctg. II	6:30-9:30	T	D.	Boone
BIO122	Anatomy & Physiology II	6:00-9:00	M	C.	Thibodeau
BUS117	Business Law I	6:30-9:30	M	M	Dinsmore
CIS119	Comp. Soft. Applications	6:30-9:30	M	M	Gardiner
ECO111	Princ. of Economics I	6:30-9:30	W	E	Day
ENG111	English Comp.	6:30-9:30	T	E	Novak
ENG211	Speech	6:30-9:30	M	L	Smith
ENG212	Business Comm. I	6:30-9:30	M	S.	Prylarski
PHE110	Rec. & Leisure	6:30-9:30	M	N.	Gentz
PSY101	General Psychology	6:30-9:30	TH	L	Flagg

NMTC HOULTON SATELLITE (Spring 91)

Director - Ervin MacDonald
532-6554
1/7/91 to 5/10/91

ACC121	Prin Accounting II	W	6:00-9:30	J. Rochford
BIO122	Anatomy/Physiology II	H	6:00-9:30	P. Martin
CIS115	Business Programming	W	6:30-9:30	D. York
CIS119	Computer Software Applications	T	6:30-9:30	P. Gulliver
ECO111	Prin Economics I	H	6:30-9:30	K. Flemming
ENG212	Business Comm. I	T	6:30-9:30	L. Porter
MAT120	Intermediate Algebra	W	6:30-9:30	L. Brown
PHE110	Recreation and Leisure	M.W.F.	12-1 p.m.	N. DeWitt
PHE110	Recreation and Leisure	M,W,F.	6-7 a.m.	S. Dow
PSY101	General Psychology	T	6:30-9:30	C. Moore
SES010	Beginning Typwriting	W	6:30-9:30	F. Kenny-Hooper

NMTC HODGDON SATELLITE (Spring 91)

Director - William Dobbins
532-9390
1/7/91 to 5/10/91

BUS113	Sales Fundamentals	6:30-9:30	T	K. Flemming
BUS117	Business Law	6:30-9:30	M	S. Russell
BUS233	Supervisory Management	6:30-9:30	W	E. King
BUS242	Small Business Management	6:30-9:30	M	E. King
CAP111	Carpentry	6:30-10:00	M,W	P. Stewart
CAP111	Carpentry I-B (Starts March)	6:30-9:30	M	P. Stewart
CIS119	Software Application	6:30-9:30	W	R. Corey
CIS223	Information Systems	6:30-9:30	M	L. Little
ENG111	English Composition	6:30-9:30	M	K. Rochford
PHE110	Recreation & Leisure	6:30-9:30	M	N. DeWitt

NMTC KATAHDIN SATELLITE (Spring 91)

Rowena Harvey - Director
365-4218
1/7/91 to 5/10/91

BUS210	Principles of Insurance	6:30-9:30	M	W Gilpin
BUS242	Small Bus. Management	(Start in April)		E Steeves
CIS110	Computerized Data Proc	6:30-9:30	W	C. Chase
ENG111	English Composition	6:30-9:30	M	L. Marston

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NMTC ASHLAND SATELLITE (Spring 91)

Director - Pam Beck
W 435-3481 H 435-6618

1/7/91 to 5/9/91

CIS110	Comp. Data Processing	6:00-10:00	M	J. Swetnam

1/7/91 to 3/1/91

ENG222	Business Comm. II	6:30-9:30	T & H	C. Jacobs

3/5/91 to 5/9/91

BUS113	Sales Fundamentals	6:30-9:30	M & W	K. Bushey

NMTC FORT KENT SATELLITE (SPRING 91)

Brenda Watson - Director
834-3536
1/7/91 to 6/10/91

ENG111	English Comp.	6:30-9:30	T	C. Tardie
PSY101	General Psychology	6:30-9:30	M	V.P. Ouellette

RESATEL.S
1/15/90

APPENDIX E

Appendix E: NMTC/Satellite Agreement

AGREEMENT OF UNDERSTANDING

between

NORTHERN MAINE TECHNICAL COLLEGE

and

ADULT EDUCATION CENTER

SEPTEMBER, 1990

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SECTION I COURSE AND PROGRAM OFFERINGS

A. Adding a Degree Program

a. Degree, diploma or certificate programs to be offered at an off-campus site will be determined by a Needs Assessment Survey to be conducted by the Adult Education Director.

b. The Adult Education Director will compile and analyze the survey findings and request appropriate NMTC program(s).

c. Requests for new program awards shall be presented to the NMTC Vice President along with the survey results.

d. The Vice President will consult with the appropriate NMTC Department Chairperson, and approve or disapprove the request.

e. If request is approved, the Vice President and the Adult Education Director will facilitate the implementation process.

B. Course Offerings

a. Specific course offerings will be recommended on a needs basis by the Adult Education Director.

b. The Adult Education Director will review student records, student schedules, and consider specific student input in making determinations.

c. All course offerings will be subject to final approval by the Vice President prior to schedule finalization.

d. Course schedules are requested at least three months prior to semester start-up. Schedules will be promoted with other NMTC coursework.

C. Special Programs

a. Special programs to be offered will be determined by a needs survey and/or request received by either educational institution.

b. The Adult Education Director will assess the survey findings/special requests and request appropriate program(s).

c. Requests shall be discussed jointly between the Adult Education Director and the Vice President before making a decision.

d. If the request is approved, the Vice President or designee and the Adult Education Director will facilitate the implementation process.

D. Course Syllabi

a. A course syllabus and related teaching material will be provided typically within two weeks of receipt of course listing to all instructors to use prior to the course beginning. The course listing will be coded to indicate courses that need materials.

b. If an instructor thinks it is necessary to revise a course outline or course syllabus, the concerns must be discussed with the appropriate Department Chair two weeks prior to implementing an approved change. Any changes agreed upon must be in writing by the Department Chair.

E. Industrial Courses

a. Industrial courses to be offered will be determined by a needs survey and/or request received by either educational institution.

b. The Adult Education Director will assess the survey findings/special requests and request appropriate program(s).

c. Requests shall be discussed jointly between the Adult Education Director and the Vice President before making a decision.

d. If the request is approved, the Vice President and the Adult Education Director will facilitate the implementation process.

SECTION II POLICIES AND PROCEDURES

A. Agreement

a. The Adult Education Center will adhere to the on campus policies and procedures in regards to attendance, tuition, applicable course fees, contact hours, add/drop, grading, transfer credits, work experience credits, qualifying

exams, directed study courses, and graduation requirements as outlined in the NMTC Catalog and Student Handbook.

*The tuition rate per semester hour for NMTC courses is established by the MTCS Board of Trustees and this rate is applicable to all NMTC credit courses both on and off campus. Beginning with the fall semester of 1991, the centers have agreed to charge students the tuition per credit hour approved by the MTCS Board of Trustees for NMTC courses. If a Center provides financial assistance to students to meet course costs, the Adult Education Center must communicate in writing the amount of the financial aid being awarded and the criteria for its award to the NMTC Vice President. The financial aid application for each student who is planning to enroll in NMTC courses at the Adult Education Center must also reflect all other sources of financial aid.

B. Registration and Enrollment Reporting

a. For enrollment reporting purposes, the Adult Education Director will submit the original of all NMTC registration forms to the Student Services Office, NMTC, no later than one calendar week following the first day of the class or for late registration, no later than one week after a student is admitted to a class.

C. Class List Verification

a. The Adult Education Director will, the week following the add/drop period, forward copies of final class lists and any revised or new registration materials for students enrolled in NMTC courses to the Student Services Office.

D. Mid-Term Grades

a. NMTC's Student Services Office will forward to the Adult Education Directors the mid-term grade sheets for students enrolled in NMTC courses at the Adult Education Center a week in advance of the mid-term date.

b. The Adult Education Director will distribute the class lists to the individual instructors, who will assign a mid-term grade for each student (S-Satisfactory, M-Marginal, and U-Unsatisfactory)

for work done up to the mid-term and return them to the Adult Education Director

c. The Adult Education Director will then forward the mid-term grades to the NMTC Student Services Office no later than the Friday following mid-semester.

E. Probation - Dismissal

a. As published. For the 1990-91 academic year the revised policy will be forwarded to each center by October 1, 1990.

SECTION III STUDENTS

A. Recruitment

a. Students will be actively recruited to these programs through the following methods:

1. Appropriate advertising using available media sources
2. Referrals from local assistance and state agencies
3. Proper referral from local education agency (LEA) programs
4. Encouraging advanced planning with high school guidance counselors for high school students who may qualify for concurrent enrollment in NMTC courses.
5. Publicizing Operation Opportunity scholarships.

B. Admissions

a. NMTC degree and special programs will be available to all citizens through the admissions policy as published in the NMTC catalog.

b. Letters of acceptance or rejection and a copy of the program of studies will be mailed to each student from the admissions office. A copy of this correspondence will be sent to the Adult Education Director if the student's application indicates that the student will be enrolling in NMTC courses at the center.

C. Academic Records

a. All matriculating students' files at NMIC must contain:

1. the original application for admission,
2. an official high school transcript or GED record,
3. mid and final grade reports, and
4. all correspondence

b. Student original files will be maintained in the Dean of Students Office with a duplicate file being maintained at the Adult Education Center.

D. Advising

a. Academic advising will be available to all NMTC students as requested either through the Adult Education Director or NMTC personnel.

E. Financial Aid

a. NMTC provides advice on financial assistance to those students whose resources are inadequate to meet the cost of their education. For information about Financial Aid Application Forms, please contact the Financial Aid Office. Scholarship applications are also available through the Financial Aid Office. Any financial assistance provided by an Adult Education Center to students enrolling in courses at the Center must be reported on the application form.

b. NMTC is approved for the training of veterans, and appropriate assistance is provided through the Student Services Office. The Dean of Students serves as liaison to the Veterans Administration and the State of Maine's approval agency.

1. It is the responsibility of the Assistant Dean of Students to sign all initial enrollment certifications for new veteran student. Recertification can be signed and processed by the Adult Education Director, with a copy being sent to NMTC.

SECTION IV - FACULTY

A. Recruitment

a. Recruitment of instructional staff is the responsibility of the Vice President and/or designee at NMTC. However, in many cases, instructors may be recruited by the Adult Education Director. The NMTC Vice President's

Office will offer assistance whenever needed to locate qualified instructors.

B. Credentials

a. Instructors must posses a minimum of a Bachelor's Degree with a Master's Degree required when teaching courses intended for transfer to the university or as a requirement by an accrediting agency. Exceptions to this requirement can only be made by the Vice President.

b. Adult Education Directors should forward a copy of the proposed faculty's course taxonomy to the Vice President for an indication of meeting credential requirements.

c. NMTC's Application for Employment must be completed by each instructor, which will be forwarded to the NMTC Vice President's Office. Official transcripts and a current resume must accompany the application. If the faculty member is a full time instructor at the center, a photocopy of the individual's transcript notated by the Adult Education Director as being made from an original may be submitted.

1. Upon receiving the application, resume and transcripts the Vice President's office will review for approval. In the event that there is not sufficient time before the course starts to follow this procedure, the Adult Education Director may telephone the Vice President and relay the information contained on the application and transcripts to request a verbal approval to hire (however all of the above steps must be completed).

C. Hiring/Pay Scale

a. Upon receiving approval from the Vice President of the candidate's application, the Adult Education Director may offer the person the teaching job.

b. If the Center is contracting and paying the instructors through their own system, the pay will be determined at their site.

c. If the Center is contracting for the course through the main campus with the instructor being paid through NMTC's payroll system, the current pay scale ranges from $13.50 to $18.50 per hour

(based on education and/or prior teaching experience). The rate will be established by the Vice President.

D. Evaluation

a. Each instructor will receive an evaluation on two levels:

1. the Course Evaluation Questionnaire filled out by the class participants; and

2. A class visit by the Adult Education Director, the NMTC Vice President, and/or the appropriate NMTC Department Chairperson.

b. Although funds are limited, professional development activities on NMTC's campus will be made available to satellite instructors and/or administrators.

E. Dismissal

a. It is the responsibility of NMTC to assure that the quality of instruction is appropriate and that the instructional behavior is above reproach. Should the instructor be in violation of either of these, it will be the responsibility of the NMTC Vice President and the Adult Education Director to terminate the employment of the instructor.

b. Administration must assume its responsibility in providing assistance in upgrading faculty, however, refusal to come into compliance with college policies, procedures and instructional standards will result in action consistent with the problem.

F. Faculty Meetings

a. Faculty meetings for adjunct faculty members will be held on the NMTC campus each semester. These meetings will enable adjunct faculty to interface with the full-time campus, faculty, and campus administrators. It is recommended that all adjunct faculty attend these meetings.

SECTION V - TEXTBOOKS

A. Book Orders

a. To assure that the books are available at the start of all classes, the Adult Education Director must at least two months prior to class start-up send a requisition to the Vice President. The Vice President will notify the Senior Computer Programmer to process the order.

B. Return Policy

a. To receive a credit for books not used, the book(s) must be returned to the Bookstore within four weeks following class start-up.

C. Billing

a. The Adult Education Center will not be billed for textbooks purchased until after the four week return period.

SECTION VI - FACILITIES

A. Classrooms

a. It is understood that the Adult Education Center will provide classrooms and essential equipment for course offerings.

SECTION VII - ADMINISTRATIVE DUTIES

A. Policy Maintenance

a. It is the responsibility of NMTC to keep the Adult Education Center informed of any changes in current policies that will affect course offerings at the Center.

B. Clerical Duties

a. The Vice President's office will provide pertinent clerical activities as needed by the Adult Education Center to maintain the integrity of the instruction of the NMTC courses.

C. Department Chairperson Visits

a. A Department Chairperson will visit the Adult Education Center at least once during each semester. If necessary, other visits can be arranged upon request.

D. On-Campus Meetings

a. There will be a meeting at NMTC with the Adult Education Directors at least once each semester.

E. Financial Aid

a. The Adult Education Director may obtain information about student's financial aid by contacting NMTC's Financial Aid Office, or sending the request through the NMTC Student Services Office so that it may be processed within the institution.

F. Grade Reports

a. Final student grades for each course will be forwarded to the Student Services Office no later than 48 hours after the final class meeting. The grades will be mailed to the student with a copy to the Center Director when the grades are processed.

SECTION VIII - BUSINESS OFFICE

A. Contracting

a. Adult Education Centers contracting through the Agency Agreement procedure for NMTC courses will be billed on a monthly basis.

b. The NMTC Business Office credits each student's account for the proceeds from financial aid. Upon receipt of a bill from Adult Education Centers, a payment is made against the student's account. Any remaining balance in the student's account is given to the student thereby leaving the account with a zero balance.

NMTC

Northern Maine Technical College

33 Edgemont Drive Presque Isle, Maine 04769 (207) 769-2461
FAX (207) 764-8465

Agreement of Understanding Between

NORTHERN MAINE TECHNICAL COLLEGE
and
ADULT EDUCATION CENTERS

Northern Maine Technical College (NMTC) is pleased to collaborate with MSAD #24 (Van Buren) in accordance with the preceding procedures dated September, 1990 to provide NMTC programs and special courses for the benefit of local citizens. Justifications for this agreement are as follows:

1. The rural and far-reaching area of Aroostook County precludes many qualified students from attending on-campus programs.

2. Programming in the areas may enhance cultural and aesthetic values, community pride and local Adult Education Centers by increased citizen participation.

3. Adult Education Centers encourage high school graduates and GED recipients to further their education by enrolling in Northern Maine Technical College's programs.

Approvals

President, NMTC / Date

School Superintendent / Date

NMTC

Northern Maine Technical College

33 Edgemont Drive Presque Isle, Maine 04769 (207) 769-2461
FAX (207) 764-8465

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Approvals

President, NMTC Date School Superintendent Date

ERIC Clearinghouse for
Junior Colleges
NOV 15 1991